2012

I-STOP 4 Kids Guidelines

Idaho

Safe Routes to School

Index

Introduction

The Idaho Transportation Department (ITD) is pleased to present the Idaho Safe Routes to School Program (SR2S). This 100% federally funded program was authorized by Congress as part of the August 2005 transportation reauthorization bill known as SAFETEA-LU (Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users).

It is extremely important for the Project Lead to carefully read the information provided in the *I-STOP Guidelines* prior to the completion and submittal of the final *I-STOP SR2S Application/Worksheet* to ITD for funding consideration. **The instructions must be followed exactly, brevity is key,** all required forms must be signed and the information must be provided in a neat and legible manner.

SR2S funding may be requested for infrastructure projects that have an education component, and for non-infrastructure only programs. The *Idaho School Travel Operations Plan for Kids Application/Worksheet* (hereafter referred to as **I-STOP or Travel Plan**) will guide Project Leads through the process of developing the **I-STOP**. An **I-STOP** must accompany all applications for infrastructure up to a maximum of $100,000, and applications for non-infrastructure $1,000 - $50,000 maximum. The SR2S Advisory Committee will fund non-infrastructure applications for the development of I-STOP's for a maximum of $1,000 per school, please use the ***I-STOP* Mini-Application** for this purpose.

Each section of the **I-STOP** Worksheet is designed to help you communicate your school's needs to our SR2S Advisory Committee. The I-STOP must demonstrate community and school district support for the project as well as commitment from each school involved. The **I-STOP** should be complete and concise (brevity is key). The committee will subsequently create a list of prioritized projects for recommendation to the ITD Board for approval.

Safe Routes to School Program Background

Background

Idaho's Safe Routes to School program is part of a nationwide effort to enable and encourage children to walk or bicycle to school. Today, fewer than 15 percent of children travel to school by non-motorized transportation, while 30 years ago almost 66 percent of children walked or bicycled to school. This decline has added to traffic congestion (25 percent of morning traffic is attributed to parents driving children to school), poor air quality, and the overall deterioration of children's health because they are less physically active and have poorer diet choices than any generation before.

To reverse this trend, in 2005 the federal government created Safe Routes to School. The program provides federal reimbursement for local initiatives that make bicycling and walking to school a safer, more appealing option for kids. Some of the advantages of SR2S programs are increased physical activity, less traffic congestion at the school and routes to school, fewer conflicts between cars, busses and students at the school, students arrive more energized and ready to learn, and a decreased demand for bussing. Funding for Idaho projects is distributed through a statewide competitive process that is administered by the Idaho Transportation Department (ITD). No matching funds are required.

The goal of the Idaho Safe Routes to School program is to make routes safer for children to walk and bicycle to school, and to provide guidance for every community on how to encourage more children to do so.

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." Margaret Meade

About the 5 E's

Safe Routes to School is based on a comprehensive philosophy called the "5 E's." Education, Encouragement, Enforcement, Evaluation and Engineering. Projects may involve engineering improvements to make the environment safer; however, all projects must involve education, encouragement, enforcement and evaluation as part of the solution. Examples of each type of activity are included in the following pages, and can also be found at www.saferoutesinfo.org/resources.

- **Education** includes teaching children safety skills and the benefits of walking or bicycling.
- **Encouragement** activities promote walking and bicycling, especially to school, as a safe and healthy habit.
- **Enforcement** can include partnering with local law enforcement or community members to ensure that traffic laws are obeyed (not funded by Idaho SR2S).
- **Evaluation** is the process of collecting data and documenting outcomes from a Safe Routes to School project to show how the program was successful.
- **Engineering** refers to infrastructure projects like building safer crosswalks, sidewalks or bicycle paths. All projects must follow Title 23 requirements (i.e. follow State contracting and bid procurement procedures.)

I-STOP Worksheet Sections

If you are applying for Non-infrastructure funding only, complete sections 1-11 of the I-STOP Worksheet. If you are applying for Infrastructure funding complete the entire worksheet. Only complete I-STOP Worksheets will be considered for funding.

Desired Program Outcomes

The listed desired outcomes are intended to help clarify the broad purposes stated in the SR2S legislation and can assist you with project implementation. Understanding the purpose of the program and realizing upfront that it is takes substantial commitment from school administration and evidence of strong community support to ultimately result in a successful application. Desired outcomes of the SR2S Program include:

- Increased bicycle, pedestrian, and traffic safety throughout the community
- More children walking and bicycling to and from schools
- Decreased traffic congestion
- Improved childhood health
- Reduced childhood obesity
- Encouragement of healthy and active lifestyles from an early age
- Improved air quality
- Improved community safety
- Reduced fuel consumption
- Increased community security
- Enhanced community accessibility
- Increased community involvement

- Improvements to the physical environment that increase the ability to walk and bicycle to and from schools
- Improved partnerships among schools, local municipalities, parents, and other community groups, including nonprofit organizations
- Increased interest in bicycle and pedestrian accommodations throughout a community

Application Requirements

Selection criteria: All **I-STOP**s must address non-infrastructure activities (such as education and encouragement) even if the main focus of the application is for an infrastructure project. Applicants are permitted to show evidence that they are either planning these activities or already have adequate programs in place. Equal weight will be given to applications regardless of size and scope. Sponsors of previously funded applications must demonstrate the progress they have made so far if they want to be considered for future funding.

Applications will be weighed based on the following:

- (1-5 points) Section 1: Introduction & Start of the **I-STOP**
- (1-15 points) Section 2: **I-STOP** School based Task Force
- (1-10 points) Section 3: The Public Input Process
- (1-25 points) Section 4: Current School Travel Environment and Demonstrates High Potential for Increasing Walking and Biking Numbers
- (1-10 points) Section 5: School Arrival/Dismissal Procedures and Existing Policies
- (1-15 points) Section 6: Current Barriers to Active Transportation
- (1-10 points) Section 7: Creating Non-infrastructure Solutions
- (1-15 points) Section 8: Mapping School Attendance Area, Preferred Routes, Proposed Improvements Locations
- (1-25 points) Section 9: A Plan for Action
- (1-5 points) Section 10: Project Partners Endorsement and Approval of **I-STOP**
- (1-5 points) Section 11: Non-Infrastructure Funding Request (including Coordinator support letter)

Additional criteria for Infrastructure Funding include:

- (1-10 points) Section 12: Engineering Strategies
- (1-5 points) Section 13: Infrastructure Funding Request

Eligibility: **To be eligible for Safe Routes to School funding, a project must:**

- Support increased safety and convenience for K-8 grade students to bicycle or walk to school.
- Have the approval of the school's administration, staff and school board.
- Must be sponsored by the local transportation jurisdiction if infrastructure improvements are included.
- Sponsors of non-infrastructure must be willing able to accept financial responsibility and audit requirements of a Federal–Aid project

- Be located within a two-mile radius of a K-8 grade school
- Meet all legal and environmental requirements (see pages 22-26 of this document)

The following activities and projects **are ineligible** for Safe Routes to School funding:

- Landscaping
- Law enforcement equipment
- Law enforcement salaries
- Crossing guard salaries
- Bus facilities
- Portable message signs
- Acquisition of land for right-of-way
- Vehicle/bus parking facilities
- Fluorescent green paint
- Engineering design services
- New curriculum development

SR2S TIMELINE

The schedule below is intended to help assist you in your planning, and subsequent submission of your application(s). Please keep in mind that this is a guideline and may be subject to change. See Appendix D for the Application Process Flowchart.

October 31st	Letters of Intent to apply due
November/December	Application release, webinars and training
March 31st, 5:00 pm MDT	**I-STOP/**Applications due to ITD
June 1	Unofficial award notifications will be made following SR2SAC project selection meeting
Date to be determined	Official awards will be announced in conjunction with the ITD Board approval of the STIP
August/September	National Center for Safe Routes to School surveys distributed and submitted during first 4 weeks of school
December 15st, June 15th	Progress Reports Due

I-STOP 4 KIDS Requirements

WHAT IS AN I-STOP?

A Travel Plan (**I-STOP)** is a written document outlining a school/community's intentions for making active transportation to and from school more sustainable and safer for students. The most successful **I-STOP's** are developed in consultation with the entire community, and is an important tool in improving student and community health, safety, traffic congestion and air quality. This is accomplished by decreasing individual

car trips, increasing walking/bicycling and making the necessary improvements for safety. It is the first step in a successful SR2S program.

The **I-STOP** is created through a collaborative effort that identifies barriers to active transportation alternatives and formulates solutions to address them

BENEFITS OF AN I-STOP

The **I-STOP** could also address the goals and objectives necessary for the development of a healthy and livable community. Communities that promote healthy lifestyle by providing walking and bicycling facilities are desirable to residents. A solid planning initiative is critical for achieving this outcome. The **I-STOP** provides results in many beneficial ways for schools, including but not limited to:

- Greater community awareness and involvement regarding travel related issues;
- A prioritized set of needs and targeted resources;
- A mechanism for securing funds for projects and programs;
- School Wellness Policy fulfillment by planning for increased student physical activity;
- Continuity of action when leadership and participation levels change;
- A plan for evaluation that tracks progress and outcome;
- Creation of new partnerships between the school, families, local officials, transportation professionals, police departments, health advocates and communities.

Implementing an **I-STOP**, a school and ultimately a community, commits to the vision of a healthier environment for its children and residents.

I-STOP PROJECTS

Non-Infrastructure Projects: Funding for non-infrastructure projects (three of the 5 E's- Education, Encouragement, and Evaluation) is no more than $50,000. Enforcement (the fourth E-Enforcement) is helpful with your plan, but not funded by SR2S. Your city, county or state police departments may partner with you to enforce laws near the school during drop-off and pick-up times. This would be considered an in-kind donation on your budget page.

To request funding for Non-infrastructure projects, complete sections 1 through 11 of the **I-STOP** Worksheet.

Non-infrastructure funding will help a school:

- Educate the students, their families and the community about the health and educational advantages of healthy lifestyles such as walking and biking to school.
- Encourage students, families and communities to walk or ride their bicycles.
- Evaluate the effectiveness of programs and projects that educate and/or encourage active transportation.
- Fund local program coordinator positions.

Infrastructure Projects: Funding for infrastructure (the fifth E-Engineering) improvements is limited to no more than $100,000 in Safe Routes to School funding per sponsoring agency. Infrastructure projects must be sponsored by the agency with jurisdiction over that location. The sponsor must assume responsibility for maintenance.

To request funding for Infrastructure projects, complete the entire **I-STOP** Worksheet.

Infrastructure projects must directly support increased safety and convenience for kindergarten through middle school students who bicycle and/or walk to school. Proposed projects must comply with the Americans with Disabilities Act (ADA), applicable federal and state laws, and reside on public right-of-way. This may include projects on private land that have public access easements. ***Proposed construction and capital improvement projects also must be located within a 2 mile radius of a primary or middle school (grades K – 8)***.

What to know before you start

1. All FY12 Applications/**I-STOP**s must be received by 5:00 pm MDT, March 31, 2011 to be eligible for funding. No exceptions.
2. All **I-STOP**s must be submitted in the form provided. Download the document to your computer and type in the spaces provided. The latest Adobe Reader may be downloaded at http://get.adobe.com/reader/.
3. A separate application is required for each individual school with an infrastructure project. If you are only applying for non-infrastructure funding, you may complete one application for a group of schools or an entire district, but individual school data is required.
4. If the **I-STOP** is for a non-infrastructure project only, complete sections 1 – 11 of the Worksheet.
5. If the **I-STOP** is for a combined infrastructure and non-infrastructure project, complete the entire Worksheet.
6. Funded Applicants must agree to distribute survey documents and submit to the National Center for Safe Routes to School.
7. All **I-STOP** 4 Kids projects operate on a reimbursement basis. Federal funding requires applicants to have sufficient financial resources to support project implementation until approved costs are reimbursed by ITD.
8. Expenses incurred prior to receiving a formal written "Notice to Proceed" document from ITD will not be eligible for reimbursement.
9. Successful funding recipients must send at least two representatives to attend the free SR2S webinar training (date to be determined).
10. The **I-STOP** is considered to be a working document that will change over the life of your project. It will be used to show how your program is succeeding, or if the strategies used to reach your goals need to be revised.
11. Use the available resources to help with your SR2S project. Go to this link for information on the role of the local project leader, http://www.saferoutesinfo.org/training/

I-STOP 4 Kids Worksheet

HOW TO GET STARTED

The **I-STOP** worksheet is designed using a 'check box' approach to school planning. It provides a variety of choices to assist in determining a school's active transportation situation, problems and solutions. The **I-STOP** also provides limited opportunities for you to address information that is not listed in the check boxes in order to fully assess your specific situation.

Tips for a successful I-STOP:

Writing the **I-STOP** requires some effort, but with forethought and good organization the process can be smooth and efficient. The following suggestions provide the framework for creating the schools' **I-STOP.**

- **Bring together the right people:** Forming a Task Force is the first step in beginning the work. Identify a variety of community stakeholders and community members with diverse expertise who want to make walking and bicycling to school safe and appealing for children (example of team members are: teachers, local governments, PTAs, parents, State officials, students, nonprofit organizations, engineers, planners, and community leaders).
- **Identify essential Project Partners:** Project Partners include all stakeholders whose support is essential for the success of the project.
- **Hold a kick off meeting and set a vision:** A goal of the first team meeting is to create a vision and generate next steps for the group members. Gather participants' input on priorities for school travel and get a commitment from the group to continue working together to complete the **I-STOP**. **The National Center For Safe Routes To School (NCSRTS) powerpoint presentation SR2S 101 is available to download for free at www.saferoutesinfo.org/.**
- **Gather information and identify obstacles:** Collect information to identify needed program elements and a means to measure the impact of the program later.
- **Identify solutions:** Solutions to identified obstacles will include a combination of education, encouragement, engineering, evaluation and enforcement strategies, otherwise known as the "Five Es" (see Section 7). **Safety is always the first consideration**.
- **Complete the I-STOP** Worksheet on your computer: Keep your **I-STOP** clear, concise and prioritized. Detail each strategy and create a realistic time schedule for each action plan.
- **Once funded implement the I-STOP**: Hold a kick-off event with a fun activity to start building enthusiasm for your efforts like participate in International Walk to School Day, celebrate *Walk-N-Roll Wednesdays*, or start a *FREAKY Friday Club* (Free-Range Environmentally Aware Kids Club). Distribute your **I-STOP** to local officials and publicize it in the media for exposure and community buy-in.
- **Evaluate, adjust, and keep moving:** To sustain the program, consider building additional program champions and communicate your success to the public.
- **Most important!** Remember to have fun along the way, because unless it's fun, your SR2S project is not going to be a success.

I-STOP 4 KIDS Worksheet Contents

The **I-STOP** Worksheet is designed to assist you with developing a successful SR2S application document. The sections correspond with the sections in the application document and will help clarify

questions you may have while completing the document. Contact ITD's Safe Routes to School program representatives with additional questions.

SECTION 1: Introduction and Start of the Travel Plan

The introduction section of the **I-STOP** will assist in explaining your understanding and motivation for developing an **I-STOP**. Your introduction should be brief, but capture the essence of what your community hopes to accomplish through the plan.

What to include: Choose a name for your plan. You will use this same name on your subsequent Infrastructure or Non-Infrastructure documents. The name you select will help explain why the school has chosen to implement a SR2S Program. It will explain your school's main motivations for wanting to improve walking and bicycling to school.

Tips on completing this section: Engaging all stakeholders is the key to accurately representing your community's priorities for school travel. The questions stated above can be posed to the school community during public input activities such as meetings, interviews, and surveys.

SECTION 2: Task Force

The SR2S Task Force is a core group of people who are committed to preparing, writing and following through with the **I-STOP** and strategies at each participating school. **There must be at least two Task Force members identified in your application, and maximum points will be given for having a comprehensive list of Task Force members whose roles are identified**. In this section you will identify each member of your Task Force who will work to implement the project and conduct day-to-day activities at each school. Please find an example of a letter of invitation to possible Task Force members in the Appendix section of this document.

In **Section 10** you will identify your **Required Project Partners**. Project Partners may not be involved in the day-to-day non-infrastructure program implementation, but they have pledged the support of their agency or organization, and acknowledge their role in the SR2S project. Having Project Partners who are also part of the SR2S Task Force will be very beneficial to the success of your project. The Task Force includes representatives ranging from parent volunteers to community stakeholders who are dedicated to the success of the project. *(Stakeholders are individuals and organizations that have a financial interest in the project, such as city and county agencies, highway districts, school district officials and others.)* This list is not exhaustive, but is intended to provide ideas for the creation of a well-rounded group of Task Force members and Project Partners that represents a wide range of interests and expertise that are related to SR2S.

School:

- Principal and other administrators
- Parents and students
- Teachers (physical education or health teachers are a good place to start)
- PTA/PTO representative
- School nurse
- School district transportation director
- School improvement team or site council member
- Adult school crossing guards

Community:

- Community members

- Neighborhood or community association members
- Local businesses
- Local pedestrian, bicycle and safety advocates
- Local Mobility Network members (www.mobilityidaho.org)

Local Government:

- Mayor's or council member
- Transportation or traffic engineer
- Local planner
- Public health professional
- Public works representative
- Law enforcement officer
- Local pedestrian and bicycle advocate

What to include: List each member of your Task Force and his/her affiliation using the space provided. You may enter as many members as you like. Choose a primary contact person for the team members listed.

Tips on completing this section: The most successful **I-STOPs** are created by a variety of individuals who are concerned with safe and active transportation alternatives to and from school within their community. School officials have an intimate knowledge of how students travel to and from school. Neighbors can testify to the impact that school-related traffic congestion has on the community. Students can express what is important to them with respect to their journey to and from school. Local stakeholders can contribute expertise related to physical improvements along school routes but may be more appropriate to have on your list of Project Partners. By including a diversity of perspectives during the **I-STOP** process, you will ensure a more comprehensive plan, and increase the likelihood of a successful program.

Keep your Task Force to a manageable number of participants. You will have an opportunity to consult the community stakeholders as you work to identify obstacles and solutions.

SECTION 3: The Public Input Process

In addition to building a great SR2S Task Force, your efforts should include consultation with the larger school community and the public. There are many ways to accomplish this efficiently while still gathering critical information. This section requires you to report your public input processes.

What to include: This section of the worksheet, identifies a number of ways to engage the public. The bulk of the public input process is designed to assist you with gathering both baseline data and information regarding barriers and obstacles to walking and bicycling to school. However, be sure to remember to bring your finished **I-STOP** back to the public for review and approval. Revision of your **I-STOP** may be needed.

Following is a list of the types of public input processes included in the Section 3 checklist, and ideas on how to carry them out:

- **Administer parent surveys** – The National Center for Safe Routes to School recommends using a parent survey to capture critical attitudes of parents and caregivers regarding walking and bicycling to school and opinions of both real and perceived dangers. Surveys can also gather information regarding problems along the walking route and how far students reside

from school. A standard Parent/Guardian Travel Survey is available on the Idaho SR2S web site http://www.itd.idaho.gov/SR2S/.

- **Host public meetings** – This involves a 'town hall' style gathering where general members of the public are invited to participate and offer their opinions. Set a date, publicize the meeting and use the time to discover the community's vision for walking and bicycling to school and brainstorm obstacles and solutions. Meetings can be held at schools, city hall, local library or church.
- **Interview key stakeholders** – Talking individually with those directly involved with student travel can provide valuable insight into the issues at hand. Principals, crossing guards, parents, local traffic engineers and law enforcement are good people to contact for interviews. A Stakeholder Interview Sheet is available on the Idaho SR2S web site http://www.itd.idaho.gov/SR2S/.
- **Solicit student opinions** – Students often have a unique perspective on walking and bicycling to school. After all, they are the ones doing it! Get their input by including them as members of the SR2S Task Force and in other general public input activities, or you can specifically ask students what they think through the student council, during an assembly or as part of an essay assignment.
- **Conduct an engineering study** – Professional traffic engineers and planners have tools at their disposal to audit both the school zone and travel routes for safety and access of walking and bicycling students. Contact your local transportation jurisdiction to see if they are available to study your school area. Contact for crash data information from the Idaho Office of Highway Safety can be found in the Appendix, or you may contact your local law enforcement agency.
- **Conduct a community 'walkabout' or 'bikeabout'** – Although traffic professionals are required for the planning and design of infrastructure improvements, citizens can participate in analyzing pedestrian and bicycle facilities and accommodations. Neighborhood walkabouts and bikeabouts are environmental analysis exercises used in many SR2S programs to raise awareness of the obstacles and conditions impacting walking and bicycling, to garner support for needed changes and to gather information needed to help create school route maps. Have participants use the Walkability and Bikeability Checklist available at www.saferoutesinfo.org/resources or the School Site Assessment (located on the ITD SR2S website under Tools) to record their impressions during any community walking exercise at school arrival and dismissal times.
- **Incorporate your community's existing bike or pedestrian plan recommendations** – Some communities may have approved bicycle or pedestrian plans in existence. These documents may already have accomplished some of the same work you are seeking to carry out through the **I-STOP** process. Consult your local jurisdiction or Metropolitan Planning Organization (MPO) (see resource contacts in Appendix E) to find out if an existing plan is available, see where your goals overlap, and tailor your **I-STOP** to include any strategies that serve both sets of needs.
- **Incorporate School Wellness Policy objectives** – Schools participating in the National School Meals Program (also known as the Title One Program) are required to develop and adopt a local School Wellness Policy, including student nutrition and physical activity goals. Check your school's Wellness Policy to see if these goals correspond to any of the SR2S activities.
- **Review your school's walking and bicycling policies** – Your school(s) may have policies that hinder students who would like to walk or bike to school, or they may be interested in recommendations on how to create policies that encourage walking and biking. Policies that have been effective and ways to overcome policy obstacles may be found on this website: www.idahosmartgrowth.org
- **Local policies**- Local and State policies have a profound impact on the safety, convenience, and ability of children to be able to walk and bike to school. Provide details of existing

policies or plans that support community wide improvements for bicycle and pedestrian facilities. Examples of *Best Practice State Policies* as they relate to SR2S are available on the National Partnership for Safe Routes To School website at this link: http://www.saferoutespartnership.org/state/5638**.**

There are other examples of public input processes not identified in the checklist. Make certain you note these activities in your **I-STOP**.

Tips on completing this section: The different processes for consulting the public require different levels of participation. Some processes reach a targeted group of people; others reach a wide variety of individuals. Similarly, some processes capture the input of many people; others only consult a handful. Utilize the processes that best suit your school's availability of time, energy and resources.

SECTION 4: Current School Travel Environment

Section Five paints a picture of how students and families currently make the trip to and from each school. This includes important baseline data that will help your school determine the impact of their initiatives and also measure success. Provide complete information for each school site and location.

What to include:

- **Current travel modes and numbers** - Identify the types of transportation modes currently being used by students for the trip to and from school, and provide the number of students utilizing each mode of transportation. Previously funded projects must show what has changed since the beginning and provide baseline data for each school.
- **Distance lived from school** – How many students live within walking or bicycling distance (under 2 mile radius)?
- **Supports during student travel times** – Many schools have supports in place to assist with processes and procedures during student arrival and dismissal. These mechanisms can help with directing traffic, ushering students across busy streets or helping provide students with safe homes or businesses in case of threats to personal safety or security. Please detail any supports unique to your school that are not included in the checklist.
- **School Safety (or 'Hazard') Busing** – Schools in Idaho sometimes provide special bus service to students who do not qualify for regular bus service (living less than 2 miles from school) yet experience a specific safety hazard which prevents them from safely walking or bicycling to school. Check with your school district to find this information.
- **What is your school already doing** – This section should include anything your school is currently doing or has done in the past that promotes active transportation, health lifestyles, traffic safety, etc.

Tips on completing this section: Use the Student Travel Tally Sheet (available on the National Center for SR2S web site) http://www.saferoutesinfo.org/resources/collateral/SRTS_Two_Day_Tally_Scan2009.pdf to determine current modes of transportation. The Student Travel Tally Sheet is a hand-raise survey completed in the classroom with students for one week that measures how each student travels to and from school each day.

To discover the distance students live from school, investigate whether your school district transportation office has a map that plots student addresses and make estimates from there. You can also gather distance information by administering the Parent/Guardian Travel Survey, discussed in the next section.

If your school has specific travel policies, they may be included in a parent handbook. Interview the school principal or other school officials to obtain information about these forms. For information on how to address school policies that may prevent walking and biking, or for information on how to develop policies that create more walkable and bikeable communities go to www.idahosmartgrowth.org.

SECTION 5: School Arrival and Dismissal Procedures, Local Policies

Section 5 asks you to provide details on the current school arrival and dismissal procedures, please provide details for each transportation group. Provide details about activities at the school that are already in place in addition to the school arrival and dismissal procedures that enhance safe and active student travel:

- **Pedestrians, Bicyclists, School Buses, Parents, and Carpools.**
- **Arrival/dismissal procedures** – Explain the process by which students arrive and leave the school each day, whether by foot, bike, daycare, bus or family vehicle etc. Include any special procedures involving teachers or staff. Details may include the time periods for each, which/how many doors are used, number of personnel involved, morning line-up procedures, etc. Describe the location of parking lots, school bus and private vehicle pickup and drop-off zones, bike parking areas, etc. For multiple school locations, summarize as best as possible.

SECTION 6: Current Barriers to Active Transportation

Section 6 identifies obstacles that hinder students' ability to walk or bicycle to school. Obstacles can include physical barriers (missing or poor walkways and bikeways, distance, lack of access or street lighting, difficult crossings), traffic problems (driver recklessness, vehicle volumes and speeds), lack of crossing guards, public safety issues and attitudes toward walking and bicycling, or school policies. Knowing which problems to address first will help you make progress towards a positive change.

What to include: The checklist provided in Section 6 of the worksheet identifies a number of common barriers to walking and bicycling, but is by no means comprehensive. It is important to add specific obstacles common to your community in addition to what is provided.

Following is a summary of the types of barriers included in the Section 6 checklist:

- **Traffic crashes** – You may or may not be aware of the crash history of your community. A pattern of traffic crashes is often a strong indicator of areas needing improvements. Summarize any available data regarding the number of traffic crashes within a 2 mile radius of the school. Describe the locations and conditions under which crashes occur, as well as the applicable years (example crashes between 2006 and 2008, etc.) The Office of Highway Safety or local law enforcement can help with these statistics (see Appendix E for resource contact information).
- **Missing or insufficient walkways** – Sidewalks and side paths are the primary pedestrian facilities that permit children access to school by foot. Many communities are missing this critical and basic component; others have "start and stop" sidewalk networks with gaps along the way.
- **No safe place to ride a bike** – People tend to bicycle more when they have a safe, comfortable space in which to ride. However crowded streets, high traffic speeds, poor connectivity and broken or rough pavement can prevent people, particularly children, from riding a bike in their community.
- **Crossing streets and intersections is difficult or dangerous** – A common obstacle to walking and bicycling is the inability to cross streets due to a lack of safe crossing points. Some streets are extremely wide creating an unreasonable crossing distance for children. Others have no traffic controls, thus preventing safe navigation, and many crosswalks are poorly marked or not visible to motorists.
- **Primary arterials and highways act as dividers** – Some roadways are so busy, dangerous or wide, they effectively dissect parts of a community from each other. Multilane roadways with high speeds can separate residential areas from schools. When major highways or highways pass near a school, it can create difficult and dangerous situations such as exit and entrance ramps, overpasses and interchanges that are not navigable by foot or bike.

- **Walkways are not accessible to students with disabilities** – Students who utilize alternative mobility supports, such as wheelchairs, require curb ramps with a particular slope in order to navigate walkways safely. Additionally, visually disabled students require special accommodations and 'warning' features, to alert them of hazards along walkways (as required by Americans with Disabilities Act).
- **Distance to school is too far** – Many schools are now being built outside of residential areas on fringe property, several miles away from students' homes. This effectively prevents many students from walking or bicycling to school. Be sure to review your school's policies and where to find suggested or recommended walking routes.
- **Bike parking at school is missing, insufficient or non-secure** – Many students would choose to bicycle to school if bicycle racks or other parking facilities existed. Existing bicycle racks at schools are sometimes in disrepair, or are not situated in secure locations, leaving student bicycles vulnerable to vandalism or theft.
- **Dangerous driving and speeding on streets** – Reckless driving greatly impacts the safety of walking and bicycling students. Many communities grapple with the difficult task of calming traffic and increasing adherence to traffic laws. High posted speed and poor street design can contribute to unsafe driver behaviors.
- **Drop-off and pick-up process creates congestion and unsafe behaviors** – The amount of traffic on Idaho streets is increasing every year, and a major source is attributed to vehicle trips to and from school. Student arrival and dismissal times are often characterized by long lines of vehicle traffic, clogged streets and parking lots, and illegal parking. Many schools complain about impolite or even aggressive behavior by drivers – including parents.
- **Public safety concerns** – Anxiety surrounding public safety and security can also impact student walking and bicycling. Fears of crime and violence can range from gang activity to stranger abduction to stray dog attacks. Whether real or perceived, peoples' level of confidence in the safety of their community can act as a powerful barrier to walking and bicycling among students.
- **School policies** – Occasionally schools will enact a policy that dissuades or outright prohibits active student transportation practices. Bicycle and walking bans can be found at some schools. Sometimes these policies have existed for years, with no one remembering why or when they were enacted.
- **Lack of Crossing Guards** – Schools in Idaho often find they lack funding to pay crossing guards to help students cross busy roads safely. You may want to include community volunteers who would be willing to act as intersection monitors while drinking their morning coffee. The presence of an adult can make crossing much safer, even if they are not a formal crossing guard.
- **Local ordinances negatively impact pedestrians and bicyclists** – Some communities prohibit the construction of pedestrian or bicycle infrastructure along certain types of roads. Cities and other agencies can often create environments that favor motorized vehicles over pedestrians and cyclists. Check and see if any of these conditions exist in your area. Ideas for model policies and information on how to create model community wide bicycle and pedestrian friendly communities go to www.idahosmartgrowth.org.

Tips on completing this section: Refer back to Section 3 on public input processes to see if one of these activities can assist you in gathering information on barriers. In particular, community walkabouts and professional engineering audits may prove extremely valuable, as well as conducting the Parent/Guardian Travel Survey (available on the Idaho SR2S web site http://www.itd.idaho.gov/SR2S/tools .

The Task Force should observe student drop-off and pick-up times. It can be an eye-opening experience for those who are not familiar with the procedures. With proper permission from the principal, photographing or videotaping these scenarios to be shown later at public sessions or at Safe Routes to School Task Force meetings can provide a meaningful context to your **I-STOP** process. Be sure to send a flyer home to parents in advance explaining the purpose of the observational study.

Your local police department often keeps information on crime hot spots and crash locations. Check to see if they have any recommendations for areas you should pay particular attention to.

SECTION 7: Creating Non-Infrastructure Solutions

You will no doubt have developed a varied and diverse list of barriers to walking and bicycling to school. Similarly, your solutions will be multi-faceted, addressing barriers on a variety of different levels. You will also require the participation of experts and stakeholders from several different groups and organizations with different perspectives to make your **I-STOP** as effective as possible.

Research has shown the most successful way to increase bicycling and walking is through a comprehensive approach that includes what is termed the "5 E's" (Education, Evaluation, Encouragement, Enforcement and Engineering).

- **Education** – Teaching children, parents, neighbors, as well as city and school officials about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills, and launching driver safety campaigns in the vicinity of schools.
- **Encouragement** – Using events and activities to promote walking and bicycling.
- **Enforcement** – Partnering with local law enforcement to improve compliance with traffic laws in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crossings, and proper walking and bicycling behaviors), and initiating community enforcement such as crossing guard programs.
- **Evaluation** – Monitoring and documenting outcomes and trends through the collection of data, including the collection of data before and after the intervention(s).
- **Engineering** – Create changes to the environment that will allow students to walk and bike to school safely.

The National Center for Safe Routes to School has an excellent online guide that provides detail and resources on 5 "E's" activities. Visit their website at www.saferoutesinfo.org.

What to include:

1. **Goals** – The goals of your **I-STOP** are generally broad statements that express the overall focus of your **I-STOP**. Goal statements answer the question, "What do I want to achieve?" You may choose one or both goals listed as checklist items in the **I-STOP**. Some schools may desire higher levels of walking and bicycling among students. Other schools already experience high levels of walking among students, and are primarily concerned with improving safety.
2. **Strategies** – Strategies are specific, measurable activities that answer the question, "How will I meet my goal?" Your strategies should directly address the barriers identified in the previous section. They will be framed using the 5 "E's" approach, with "evaluation" being expressed as a measurable target and timeframe for implementation. Select as many strategies as you like to help you achieve your goal(s).

You must include Education, Encouragement and Evaluation strategies to be considered for Idaho SR2S funding. Showing how local law Enforcement supports the project is strongly encouraged. Engineering strategies may or may not be indicated for all I-STOPs and therefore optional.

Tips on completing this section: Your team will be called upon to truly work together and pool its expertise. The number of strategies listed in "Creating Solutions" may seem overwhelming, and you may not be familiar with all of them. Many of the strategies are self-descriptive: constructing sidewalks, teaching safety skills, hiring and training crossing guards etc.

Due to the technical nature of engineering strategies, be sure to involve your local traffic engineer or planner for this phase of planning. Even if they are not regular members of your SR2S Team, their expertise can assist you in proper selection and cost estimation for any construction projects.

Make sure the solutions you choose are reasonable and achievable. Take into account the amount of energy, time and resources that will be required of school staff, volunteers and others. Try and identify activities that correspond with other community efforts and programs, such as existing local law enforcement projects and infrastructure improvements. With regard to engineering improvements, choose low-cost projects wherever possible. Many of the most effective improvements are the least expensive to implement, such as improved crosswalks and portable traffic calming measures.

SECTION 8: Mapping School Attendance Area, Preferred Walking/Biking Routes and Proposed Improvements/Targeted Location(s)

It is important to be able to visually depict the schools travel routes, the existing infrastructure as well as proposed changes. An aerial map of your school and the vicinity within a 2 mile radius (indicating what is considered walking and biking distance for this school) must be submitted (mapping sources, such as the County, City, MPO, Google Maps, and Maps Live will be acceptable). Map size shall be no bigger than 8 ½"X11". Color photos are also permitted (limited to 2 - 8 ½" X 11" pages).

If your **I-STOP** seeks to outline infrastructure improvements at multiple locations, you must create a separate map for each site. **Tips on completing this section:** You may need the assistance of a professional traffic engineer or planner to help you plan for a more in-depth infrastructure project. Be sure to contact your local jurisdictional transportation authority (city, county, state) and seek their involvement and review of your improvements map. **Maximum points will be given if preferred walking and biking route maps are provided with your application.**

How to create a map showing the preferred walking and biking routes using Google Maps:

Step 1: Sketch out the route on paper, clearly labeling major points and intersections as necessary. Include relevant notes and text descriptions.

(Example: http://www.hvespta.org/flyers/2007-2008/walk_to_school_day_spring_2008_en.pdf)

Step 2: If you don't already have one, create a Google account (e.g., a Gmail account): https://www.google.com/accounts/ManageAccount

Step 3: If not already logged in, log in to your Google account: https://www.google.com/accounts/ManageAccount

Step 4: Once logged in, go to Google Maps: http://maps.google.com/

Step 5: Select the "My Maps" link near top left on the Google Maps interface.

Step 6:

- Select the "Create Map" link.
- Use the standard navigation widget to zoom in to the general area of the points and routes you wish to map.
- Use the three mapping tools to create placemarks, lines, and shapes on the map. (Placemarks are the pin-like graphics that can be associated with text.)
- Play around with colors, line widths, etc, but don't overdo it. Clarity is paramount so "less is more".
- If the map is to be shared via a website, confirm that the Privacy setting is set to "public".
- Don't forget to name and save your map (text inputs in the left sidebar).
- Click on "Save" every so often while working, and "Done" when finished. (You can always re-open a map for later editing.)

Step 7: When finished, select the "Link to this page" link at the far right. A pop up window should open with HTML code that can be included in web pages to link to the map.

Step 8: Create a Web image of the map to use in Web pages:

- With the map open in the Google Maps interface, zoom out to a level that takes in most of your map's content. (Don't worry if the details are lost; you're making a simplified graphic.)
- Select "Alt" + "Print Screen" (on Windows machines, anyway) to capture a screen shot.
- Open up your favorite image creation program (e.g., Photoshop, Photoshop Elements, Paint Shop Pro, etc.) and paste the screen shot into a new image.
- Cut, crop and resize the image as needed.
- Save the image, preferably in PNG format, although GIF is good, too. Avoid JPG unless the image includes photo-like elements.
- Upload the final image to your website, and include it as a linked image in your Web page(s).

SECTION 9: A Plan for Action

This is the section where you put everything together into a single chart (table below) that details a schedule for each **I-STOP** objective, identifies team members and responsibilities, timelines, and how proposed activities will be funded.

What to include: You must complete the following columns for each strategy, including the amount of time for implementation, the person or persons responsible for that strategy, the status of the strategy and any potential funding sources. An example is depicted below:

Issue	Strategy Description	Education	Encouragement	Enforcement	Engineering	Evaluation	Task	Time	Responsible Party	Status	Potential Funding Source
School is on a high traffic roadway.	Conduct speed study to see if speed reduction is warranted				x		Select study methodology, determine sample size & choose measurement method	3-6 months	Police Department & City Street Department	Not yet begun	City .
School is on a high traffic roadway.	Hire and Train Crossing Guard for busiest intersection	x	x				Advertise position.	6-12 months	School District	Not yet begun	School District
School is on a high traffic roadway.	Install traffic calming or speed reduction measures (raised crosswalks, narrowing lanes)				x		Obtain cost estimates for construction	12-18 months	City engineer	Under development	City
Severe traffic congestion at school creates hazards for students arriving on foot or by bike.	Educate parents and caregivers about safe driving procedures at the school arrival and dismissal times	x					Have a safe & active transportation fun day	6-9 months	Mary Jones	Not yet begun	SR2S

Tips on completing this section: By now, you will have most of the information you need to complete the **I-STOP**. It is very important for the Safe Routes to School Task Force to consult with each of the partners that are responsible for implementing the various strategies before setting timeline targets. This section should remain simple, reasonable and achievable. Include only as much strategy detail as you require.

Be creative with your funding sources. Many private foundations provide grants to schools to support active and healthy living programs. Your activities may make you eligible for other federal education and transportation funding programs. Local businesses, hospitals and nonprofit organizations are also great potential sources of support. The **I-STOP** should be revised routinely to reflect the current implementation status of each strategy. The Task Force should have regular meetings to amend, update and discuss the progress of the **I-STOP**.

SECTION 10: Travel Plan Endorsement and Approval of Project Partners

Sponsors of SR2S infrastructure projects must sign the Contact Information "Project Sponsor" statement on Page 3 of the application. Once the **I-STOP** is completed, make sure the individual schools and the school district provide their approval. If infrastructure or engineering improvements are included in your **I-STOP**, all local jurisdiction (city, county, MPO, ITD, etc.) must also be made aware of your plans.

It is important for all parties involved, to agree with the proposed plan so that expectations are shared, methods are sanctioned and commitments are guaranteed. The people signing the Travel Plan should be in a decision-making capacity and have the authority to speak for either the school or entity.

SECTION 11: Non-Infrastructure Funding Requests and Coordinator Positions

Non-infrastructure funding limits: Funding for non-infrastructure projects (3 E's- Education, Encouragement, and Evaluation) is limited no more than $50,000. Local funds and in-kind donations (goods or services donated) are highly encouraged, but not required. By including local funds and in-kind donations in your budget, the SR2S Advisory Committee will get a clear picture of the kind of community support you have in place already.

If awarded, prior permission to purchase all non-infrastructure items (bike helmets, brochures and incentive prizes etc.) must be authorized by the State SR2S coordinator. Only items that have been approved can be reimbursed. All reimbursement claims must be accompanied by an invoice and proof of payment. Goods or services over $2,500 must receive three bids; concurrence of the bid award and approval to award must be received from the ITD SR2S Coordinator.

When submitting for reimbursement please keep in mind that the State fiscal year ends June 30, therefore, please remember to submit all claims for expenses incurred prior to June 30 separate from claims for reimbursement of expenses that occurred after July 1.

Coordinator Positions **The SR2S Advisory Committee will look at each application requesting funds to support SR2S Local Program Coordinator (SRC) positions on a case by case basis. All requests for coordinator positions must be accompanied by a one-page letter outlining the role and responsibilities of the coordinator, and must identify who will supervise the position. Positions funded in previous years must also provide details of past accomplishments**.

- Maximum allowed for positions serving a minimum of 25 schools is $50,000.
- Maximum allowed for 1-25 schools is $25,000.
- Stipends for volunteers are allowed

The SR2S Local Program Coordinator (SRC) is responsible for coordinating, preparing, and facilitating meetings and events that result in increasing the number of students who walk and bicycle safely to school**.** To be effective the SRC must have good communication skills, be creative and believe strongly in promoting an active and healthy lifestyle. SRC's with experience working or volunteering at K-8 Grade schools will be at an advantage in this position. The SRC will need to establish a good working relationship with the school administration, staff, students and parents. The coordinator will also strive to increase interagency cooperation to continue to plan and implement SR2S project with local agencies.

SR2S funds should not be used to replace costs that are related to normal, regular day-to-day responsibilities of a local entity (supplanting). Accordingly, SR2S funds may be used to pay for activities above and beyond costs that are related to normal, routine, day-to-day responsibilities. If coordinator position is funded the hours dedicated to SR2S must be shown on a timesheet, and timesheets must be

submitted for reimbursement with the signature of a supervisor. Stipends can be requested for "super volunteers" under the same conditions and must be included in the application Cost Estimate.

All SRC's and project leaders of non-infrastructure programs are advised to take the National Center for Safe Routes to School on-line skills found at http://www.saferoutesinfo.org/training/

Job duties for SRC's should include, but are not limited to the following tasks:

- Establish a local task force to assist with developing a sustainable SR2S program at each school;
- Work with the SR2S task force to establish a work plan for the project with timelines;
- Schedule and facilitate a kick-off meeting for all schools benefiting from funding;
- Schedule and facilitate volunteer meetings to finalize event dates, material needs and marketing;
- Schedule and facilitate encouragement events (e.g. International Walk to School Day)
- Schedule and facilitate pedestrian and bicycle safety skills training for students;
- Attend Back to School nights, Open Houses, attend public events, and school district meetings to promote the SR2S program;
- Develop awareness materials to increase safety and participation in walking and bicycling;
- Work with schools and students to incorporate incentive programs at all participating school;
- Evaluate the impact of different incentives used to increase use of non-motorized transportation;
- Work with transportation professionals, law enforcement and parents to identify recommended routes to each school using non-motorized transportation;
- Create a prioritized list of the type of improvements needed to make the routes safe for walking and biking;
- Create maps of the preferred routes to school that can be easily interpreted by students (instructions below);
- Establish neighborhood SR2S safe house programs, and "Corner Captain" program for volunteers to help supervise morning and afternoon commute to schools;
- Consult with the task force members to determine best methods to reach students, parents, drivers about best practices that promote walking and biking;
- Research all of the Five E's involved in SR2S http://www.saferoutesinfo.org/resources/index.cfm

Non-infrastructure project requirements for a SR2S project, these tasks can be assigned to the SRC but must be authorized by the Sponsor:

- Provide progress reports to ITD on the activities at each school;
- Seek prior approval for all non-infrastructure purchases or services;
- Keep timesheets, receipts and invoices for all costs being reimbursed by SR2S;
- Distribute parent and student surveys at the beginning and end of each school year, and submit them to the National Center for Safe Routes to School;
- Work with the task force, project leader/sponsor to produce a completed I-STOP by the end of the project.
- Supervisors must submit a work plan for the SRC to the State SR2S coordinator.
- Supervisors must authorize SRC's timesheets.

Indirect costs: Indirect costs will NOT be reimbursed unless previously agreed upon by ITD. Indirect costs include, but are not limited to, general administration, overhead, operation and maintenance expenses, etc. If allowed, backup documentation for all indirect costs must be provided (invoices and copies of checks). If an indirect rate is being requested it should be developed by an accountant who has performed an Audit of the organization, and the application must be accompanied by a letter explaining how the rate was developed. Annual audits are required for organizations seeking indirect rate reimbursement. This link to the National Resource Center's web site provides useful tips on how to develop indirect rates: http://www.ccfbest.org/management/indirectcostrates.htm

I-STOP 4 KIDS Non-Infrastructure Project

Eligible Non-Infrastructure Activities

Non-infrastructure activity examples:

- **Encouragement Activities** This category normally includes formulating ways for schools, towns, parents and teachers to increase active participation in walking and/or bicycling as a preferred mode of travel to and from school. Competitions among grades and schools, walking school buses and bicycle trains are typical encouragement actions. Minor incentives and low-cost articles that serve as rewards for participation are also common.
- **Incentives** A wide variety of education and encouragement incentives are allowed. When considering education and encouragement programs there are two important things to consider: (1) making sure that any incentives or efforts are part of a comprehensive SR2S effort, and (2) keeping incentives modest and directly related to the goals of the program. Funding amounts requested for education and encouragement incentives or activities should be based on the number or rate of anticipated increase in students walking and bicycling.
- **Outreach and Promotion Activities** Actions meant to publicize and communicate the health, safety, economic and environmental benefits offered by walking and bicycling to school are considered outreach or promotion. Among the audiences for these activities are parents, city officials, developers, school boards and the media. Printed materials, such as safe route maps, print media and public service announcements are examples of outreach and promotion expenses. Paid media (e.g., newspaper advertising) is not eligible for reimbursement.
- **Education Materials** Safe walking and bicycling pamphlets, video materials, training manuals, instructional coloring books, etc. for students, crossing guards and teachers are a few of the items typically considered under education materials. The purpose of these materials is to convey safe walking and bicycling techniques and skills to children and those in charge of teaching or monitoring the children's safety during travel to and from school. While new curriculum development is not included in the SR2S program, there are many excellent resources available.
- **Parent and Teacher Training** These expenses often accompany the education items mentioned above. Training sessions for parents, teachers and school crossing guards are the most common activities. Local law enforcement can be consulted to provide this instruction. Associated expenses for crossing guard equipment would be eligible costs under this category.
- **Student Training in Safe Walking and Safe Bicycling** This category includes instruction of students in various pedestrian and bicycling skills that enable children to walk or bicycle safely to school. Younger children, typically kindergarten through 3rd grade, are usually candidates for pedestrian safety training, while 4th- through 8th-grade children are generally old enough for learning safe bicycling techniques at a bicycle rodeo or other training format. Law enforcement agencies, physical education teachers and local bicycle club members might provide these kinds of training.

Tips for Success: Non-infrastructure Applications

- Find a project "champion" who will keep the effort going and the project focused, someone who has passion and is willing to take the time to make it a success. Mention this in the application.
- Make sure you have the right players on your team who can help with access to information, engineering expertise for physical improvements, media contacts, safety and health education knowledge, etc.
- Show how you plan to involve the children as campaigners and initiators. Show that you have thought out creative ways to get them motivated to be more active and educate them along the way.
- Show how you plan to bring it to parents and get their buy-in. Without them, nothing really changes.
- Do you have good community support? SR2S programs are good for kids, but the whole community benefits.
- Show that the school is committed to building a sustainable program. Principals and teachers must be involved to make the process successful.
- Show how you plan to inform students, parents and community about successes along the way.
- Show that there are concurrent efforts to improve bicycle and pedestrian safety in other areas of your community.

General Examples of Non-Infrastructure Projects

This is by no means a complete list, but is provided to stimulate your own ideas for the educational component of your Safe Routes to School program.

Eligible Non-Infrastructure activities are activities to encourage walking and bicycling to school including, but not limited to:

- Public awareness campaigns and outreach to press and community leaders
- Walk to School Day Events
- Walking and Biking Clubs that track trips with incentives for frequent participation
- Traffic education and enforcement in the vicinity of schools
- Student sessions on bicycle and pedestrian safety, health, and environment
- Funding for training, volunteers, and managers of Safe Routes to School programs
- Creation and reproduction of promotional and educational materials
- Bicycle and pedestrian safety curricula, materials and trainers

- Modest incentives for SR2S contests, and incentives that encourage more walking and bicycling over time
- Safety and educational tokens that also advertise the program.
- Photocopying, duplicating, and printing costs, including CDs, DVDs, etc.
- Mailing costs
- Costs for data gathering, analysis, and evaluation reporting at the local project level
- Pay for substitute teacher if needed to cover for faculty attending SR2S functions during school hours
- Equipment and training needed for establishing crossing guard programs

The above categories are broad in nature. There are several sources of information available nationally that provide further guidance on Non-Infrastructure activities, such as the National Highway Traffic Safety Administration's (NHTSA) Safe Routes to Schools: Practice and Promise, and NHTSA's Safe Routes to School Toolkit.

Ineligible SR2S Activities

Activities that are ineligible for funding include, but are not limited to the following:

- The purchase of right-of-way.
- Projects that do not specifically serve the three stated purposes of the SR2S Program.
- Costs that are expected to reoccur (e.g. Crossing Guard salaries).
- Educational programs focusing on bus safety.
- Improvements to bus stops.
- Law enforcement activities

Contract Requirements

(Non-infrastructure)

State/Local Agreement is the contract between ITD and the local entity sponsoring the project. This agreement clearly defines the project sponsors responsibilities. An example of a State/Local Agreement is located at www.itd.idaho.gov/SR2S.

Non-Infrastructure Evaluation Successful applicants must fill out and return progress reports on the non-infrastructure aspect of the program, and include updates regarding I-STOP status. In addition, all projects must conduct NCSRTS surveys of student travel patterns and parent perceptions using the National Center for Safe Routes to School forms, available under the Evaluation section at www.saferoutesinfo.org/resources/evaluation.

Failure to submit survey information and progress reports could result in the termination of the project.

Reimbursements Safe Routes to School recipients may choose to submit monthly or quarterly invoices to request reimbursement. Requests for reimbursements must be accompanied by verification of payment

(copy of check) and a copy of an invoice. Timesheets must be authorized by a supervisor. Non-infrastructure payments will be made as reimbursements for incurred project expenses that occur following authorization to proceed only. Work performed by the applicant prior to receiving written authorization to proceed is not eligible for reimbursement. Any cost overruns are the responsibility of the applicant.

I-STOP 4 KIDS Infrastructure Project Requirements

SECTION 12: Infrastructure Funding Requests

Eligible Infrastructure Activities

Engineering – The fifth of the "SR2S 5 E's" is Engineering. Creating operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails, and bikeways are the strategies addressed by the 5th E of Engineering.

Applicants requesting funding for infrastructure improvements are also required to have an educational component as part of their **I-STOP**. The SRTS legislation requires 10 to 30 percent of all SR2S funds be awarded for non-infrastructure activities, and 70 to 90 percent be awarded to infrastructure projects. All awarded infrastructure projects must be follow the project requirements outlined in the SR2S Project Manual which is available under the ITD SR2S website www.itd.isho.gov/sr2s/Tools. All awarded infrastructure projects must have completed Plans, Specifications and Estimate (PS&E) packages ready for submittal to ITD HQ by October 1.

When submitting for reimbursement please keep in mind that the State fiscal year ends June 30, therefore, please remember to submit all claims for expenses incurred prior to June 30 separate from claims for reimbursement of expenses that occurred after July 1.

Each infrastructure proposal will require a separate **I-STOP**. For example, if the applicant wanted to develop a crosswalk at one school, and a sidewalk at another school, the applicant would need to submit two separate **I-STOPs.** A project can have multiple scopes (i.e. there may be several improvements required around one school or a cluster of schools with-in a 2 mile radius). This would be considered one project with multiple scopes if the applicant does not exceed the funding limit for infrastructure or the 2 mile radius requirement.

General Examples of Infrastructure Projects: Below are examples of eligible infrastructure projects to assist with your planning. This list is not intended to be comprehensive. Other types of projects not listed may also be eligible if they meet the objectives of reducing speeds and improving pedestrian and bicycle safety and access around schools.

- **Sidewalk improvements:** new sidewalks, sidewalk widening, sidewalk gap closures, significant sidewalk repairs, curbs, gutters, and curb ramps.
- **Traffic calming measures:** curb extensions to reduce curb to curb crossing distances, roadway median pedestrian refuges, full or half-street closures, roundabouts, bulb-outs, speed humps, raised crossings, raised intersections, narrowed traffic lanes, lane reductions, and other speed reduction techniques.
- **Pedestrian and bicycle crossing improvements:** crossings, median refuges, raised crossings, raised intersections, traffic control devices (including new or upgraded traffic signals, pavement markings, traffic stripes, in-roadway crossing lights, flashing beacons, bicycle-sensitive signal activation devices, pedestrian countdown signals, vehicle speed feedback signs, and pedestrian

activated signal upgrades), and sight distance improvements that enhance the safety of children walking or bicycling to school.

- **On-street bicycle facilities:** new or upgraded bicycle lanes, widened outside lanes or roadway shoulders, related geometric improvements, turning lanes, channelization and roadway realignment, traffic signs, and pavement markings if clearly intended to improve bicycle lane travel to and from school serving K-8 grades..
- **Off-street bicycle and pedestrian facilities:** shared use trails and pathways that serve bicyclists and pedestrians traveling to and from schools.
- **Bicycle parking facilities:** bicycle parking racks, bicycle lockers, designated areas with safety lighting, and covered bicycle shelters. Parking facilities must be located on school property in a prominent, convenient, high-visibility location.
- **Traffic diversion improvements:** improve safety of pedestrians and bicycles by removing or reducing motor vehicle traffic adjacent to school facilities, school zones or designated routes to a school.

Funding limits for infrastructure improvements: Funding for infrastructure (engineering) improvements is limited to no more than $100,000 in Safe Routes to School funding per sponsoring agency. Infrastructure projects must be sponsored by the agency with jurisdiction at that location. The sponsor must assume responsibility for maintenance.

Infrastructure projects must directly support increased safety and convenience for kindergarten and middle school children bicycling and/or walking to school. Proposed projects must comply with the Americans with Disabilities Act (ADA), applicable federal and state laws, and reside on public Right-of-Way. This may include projects on private land that have public access easements.

ITD SR2S Project Manual for more information on infrastructure project management at www.itd.idaho.gov/sr2s/tools.

SR2S Bid and Procurement Procedures

All SR2S infrastructure projects must follow Idaho Code 67-2805 (3) bid procurement procedures for goods and services. The following general procedures apply:

- Public works contractor's license required.
- Formal sealed bid process: solicitation of vendors licensed in Idaho to perform public works contracts as per Idaho Code 67-5711C(6).
- Bid documents must be written and must include:
  - Description of work to be performed in sufficient detail to allow for understanding of the project.
  - Method of bid submission.
  - Date, time and place of public bid opening.
- Publication of two legal notices required.
- The political subdivision may require a 5% bid bond.
- Sealed bids are received by the due date and publicly opened at the date and time established in the bid document. Bids received are recorded on the Record of Public Bid Opening.
- Award will be made to the responsive bid with the lowest procurement price.

SECTION 13: Infrastructure Funding Project Detail

This section provides you with the opportunity to provide a budget narrative of your project. Please be brief and concise. Do not exceed one additional page with the responses to these questions. *The Infrastructure Cost Estimate, the SR2S Concept Report (ITD Form 0190), and Environmental Evaluation (ITD Form 0164) should be filled out by someone with engineering experience and estimating construction costs.* Both the 0190 and the 0164 must be signed by the ITD SR2S contact and District Environmental Planner respectively. The Project Partner in Section 10 list should be signed by the ITD District Engineer if applying for an infrastructure project located in the ITD Right-of-Way.

Utilities, Maintenance, Project Design and Management: Local and State policies have a profound impact on the design and construction of infrastructure projects and may impede your project from being completed. Provide details of existing policies or agreements in place for utilities, maintenance and details of your project's design and construction management if funded.

Infrastructure Project Requirements

All **I-STOP** projects must comply with strict federal procedures to ensure complete reimbursement. Award recipients will be issued an Idaho SR2S Project Manual that explains these procedures. Your ITD District Contact will discuss the project requirements at your pre-project conference that takes place post-award to help ensure that these requirements are met. All SR2S projects are treated as if they were on the Federal-Aid system, and must comply with Title 23 requirements. Only projects that meet the requirements of a Categorical Exclusion shall be considered for the SR2S program. In addition, **all projects regardless of cost must provide complete Plans, Specification and Estimates project**

development documents to ITD headquarters on or before October 1 of the Fiscal Year in which they were awarded. Submissions after that will put your funding in jeopardy. The following detail describes the bid procurement process for all SR2S projects.

The following requirements apply to all infrastructure projects:

Federal Funding Requirements: With the adoption of the SAFETEA-LU transportation bill in 2005, which created the Safe Routes to School program, Congress inserted language saying that Safe Routes to School projects must comply with applicable provisions in Title 23. This is the chapter that governs federal-aid highways, meaning that SR2S projects are subject to the same rules and regulations as a federally-funded highway project. Here are some of the key requirements of Title 23:

- Requires State/Local Agreement (contract) between the Sponsor and the ITD.
- Requires several layers of approval and processes before the project can be bid out, including:
    - Submission of plans, specs and estimates (PS&E) to the ITD. Plans must follow Public Works or ITD approved local design standards if located off of the NHS
    - Must follow ITD design standards if located on the NHS.
    - Right-of-way clearance.
    - Public meetings and hearings may or may not be required.
    - Environmental review process (often called NEPA). **The SR2S program will not fund anything higher than a Categorical Exclusion.** The environmental review process includes an assessment of whether the project will have a positive, negative, or no impact on parks or recreational property, historic sites or features, threatened and endangered species, and water resources like wetlands, floodplains, or bodies of water.
    - A Cultural and Historical report is necessary if the project is located in a neighborhood more than 50 years old.
    - The project must be programmed in the statewide and metropolitan transportation plans (STIP and TIP).
    - If the project is in an air quality attainment or maintenance area, it must meet transportation conformity regulations (Clean Air Act).
- For each of the items listed above, the project sponsor must submit proof of completion/forms/etc. to the ITD. The state must then submit forms to the Idaho FHWA district attesting that all requirements are complete. The FHWA district administrator gives the authorization to proceed; the ITD will then authorize the local project to proceed to the next step.
- Title 23 requires the use of free and open competitive bidding, including equal opportunity for disadvantaged business enterprises (DBEs) during bidding and contracting to comply with the Civil Rights Act of 1964. It lays out a specific process for how bids are received and tabulated, and how the final decision is to be made.
- All work on the project must be done following the Davis-Bacon rules regarding prevailing minimum wages. **Force Account (e.g. own agency workforce) cannot be used for SR2S projects.**
- The project sponsor is responsible for all engineering costs associated with the development and management of an **I-STOP**. Funding can only be used for construction costs and outside consultant constructing project administration fees and must be approved in advance.
- **Design standards**: Sidewalks and other incidental facilities must be designed using ITD's standards if they are located on the National Highway System (NHS). Facilities constructed outside the "roadbed" and **off** the NHS, such as a separated bicycle/pedestrian paths, may be designed using the sponsor's standards or the Idaho Standards for Public Works Construction

Manual. Program funds cannot be used for fluorescent green paint **on or off** the National Highway System. Standard drawings for a wide range of infrastructure projects are available free of charge. The standard drawings are obtainable at www.itd.idaho.gov/manuals/ManualsOnline.htm or on CD by request.

- **Plans, Specifications & Estimates (PS&E)**: Design plan packages (PS&E) for **I-STOP** infrastructure projects must be submitted to ITD **by October 1** of the Fiscal Year the funds were are awarded. The PS&E package must contain the project design plans, bid specifications and requirements for a Federal-Aid funded project as outlined in the SR2S Manual. Standard drawings for a wide range of infrastructure projects are available free of charge to the public through the ITD Design Manual. Information on the contents of a design plan package (PS&E) can be found in the SR2S Manual at http://www.itd.idaho.gov/SR2S/.

- **Projects that involve moving public utilities**: or building next to or over canals or railroad tracks must provide documentation to show support and evidence of agreements in place to accommodate changes.

Ineligible Infrastructure Activities

Infrastructure activities that are ineligible for funding include, but are not limited to the following:

- The purchase of right-of-way.
- Projects that reorganize pick-up and drop-off primarily for the convenience of drivers rather than to improve the safety of children walking and bicycling to school.
- Improvements to bus stops.
- Landscaping

Other Sources of Funding for Bicycle and Pedestrian Projects

Communities are encouraged to leverage additional funds from other sources such as community block grants from other health, transportation, physical education, law enforcement and community safety funds on a local, state and national level available from the following:

- Federal transportation enhancement programs
- The surface transportation program
- The congestion mitigation and air quality program
- Equity bonus program funds
- National Highway Traffic Safety Administration (NHTSA) funds (Law enforcement overtime and equipment available through grants from the Idaho Office of Highway Safety.)

Applicants are encouraged to contact ITD's SR2S Coordinator with questions during any phase of the process.

Jo O'Connor, Safe Routes to School Coordinator
Idaho Transportation Department.
Annex Building
3293 Jordan Street
Boise, ID 83703

joconnor@itd.idaho.gov
208-334-4475 (phone)
208-334-8595 (fax)

Appendixes

Some of the tools in this Appendix are not required for your I-STOP, but we think you will find them helpful.

APPENDIX A: Acronyms

AASHTO	American Association of State Highway and Transportation Officials
ADA	Americans with Disabilities Act
CDC	U.S. Centers for Disease Control and Prevention
CIP	Capital Improvement Program
COG	Council of Governments
EDD	Economic Development District
EPA	U.S. Environmental Protection Agency
ES	Elementary School
FHWA	Federal Highway Administration
K-8	Kindergarten through Eighth Grade
MPO	Metropolitan Planning Organization
MUTCD	Manual of Uniform Traffic Control Devices
NCSRTS	National Center for Safe Routes to Schools
NHTSA	National Highway Traffic Safety Administration
DHW	Idaho Department of Health and Welfare
ITD	Idaho Transportation Department
PTA	Parent -Teacher Association
PTC	Parent-Teacher Committee
PTO	Parent-Teacher Organization
SDE	Idaho State Department of Education
SHAC	School Health Advisory Council
SR2S	Safe Routes to School
SRC	SR2S Local Program Coordinator
STIP	Statewide Transportation Improvement Program
TE	Transportation Enhancements (federal funding category)

APPENDIX B: Sample Task Force Invitation

(School letterhead)

(DATE)

(TO: NAME, ADDRESS)

Re: Safe Routes to School **I-STOP 4 Kids** Task Force Team

Dear (NAME):

You are invited to join the Safe Routes to School (SR2S) **I-STOP 4 Kids** Task Force at _____ School. The dual purpose of the **I-STOP** Task Force is to:

1. ensure that safer walking and bicycling routes to school are provided for our children and
2. to educate our children and their parents about safe walking and cycling.

Our goal is to develop an **I-STOP** Action Plan that will:

1. help create safe walking and bicycling routes to school and
2. encourage more students to walk and bike to school.

We have scheduled a **I-STOP 4 Kids** Task Force kick-off meeting on (DATE) at (TIME). The meeting will be held at (PLACE). Refreshments and child care will be provided. Please RSVP to me at (PHONE # or E-MAIL ADDRESS) so I can plan accordingly. Thank you in advance for your help with this important program and we look forward to seeing you at the meeting!

Sincerely,

NAME
ADDRESS

Cc: Principal
(OTHERS)

APPENDIX C: SR2S Data Collection Overview

The National Center for Safe Routes to School has developed a set of data collection forms and tools intended to help local and state Safe Routes to School programs measure and understand results.

Downloadable Forms and Instructions: How do I get the forms? Data forms and instructions are available for download www.saferoutesinfo.org/data/

Data Collection Forms: The Student Travel Tally and The Parent Survey

What does the Student Travel Tally form do? The form helps measure how students travel to and from school. It can be used to identify changes in students' school travel behavior with SRTS programs.

Who gets tallied? Students in K-8 classrooms at participating schools.

Who fills out the form? Teachers in each classroom or SRTS program volunteers.

How many days are students tallied? The tallies should be conducted in each classroom on two days (Tuesday, Wednesday, or Thursday only – not Monday or Friday) during a normal week.

What does the Parent Survey do? This 5-10 minute questionnaire gathers information about factors that affect whether parents allow their children to walk or bike to school, the presence of safety-related conditions along routes to school, and other background school travel data. Results can help determine how to improve opportunities for children to walk or bike to school, and measure parental attitude changes as local SRTS programs occur.

Who gets surveyed? Parents of all K-8 graders at participating schools should be asked to complete the survey. (One survey per household per school.)

How is the questionnaire administered? The questionnaire can be administered to parents in two ways: paper based or online surveying. Paper questionnaires can be given as a take-home survey as homework or an extra credit assignment. Paper or online surveys can be completed as part of parent-teacher conferences. For schools that communicate primarily through email with their parents, on online surveying may be a reasonable option. Detailed instructions are available at www.saferoutesinfo.org/resources/evaluation_instructions.cfm

Timing of Student Tally and Parent Surveys

When should the tallies and surveys occur? Ideally, data would be collected at the beginning of the school year and toward the end of the school year. For example: Start of year: 2nd, 3rd, or 4th week of school year ("Baseline") End of year: during one of the last 4 weeks of school year ("Post Activity")

If a local SRTS program is applying for or has received funding from their State SRTS program and the State program requires a collection timeline different than the one proposed here, then follow the State SRTS program defined schedule.

Data Entry and Viewing

How do I enter data? Completed forms can be converted to useful information in two ways:

1. Enter the data yourself using the online "DataTools" program at www.saferoutesinfo.org/tracking/datatools Data is available immediately for usage.; or
2. Send completed forms to the National Center's Data Entry Program for processing. Data are usually available in 4 weeks and local programs are emailed instructions on how to access their data online.

Where do I send completed forms? Completed forms, National Center for Safe Routes to School along with coversheets should be sent to:

Attn: SRTS Data Entry
730 Martin Luther King Jr. Blvd., Suite 300,
Chapel Hill, NC 2799-3430

Coversheets are available at: www.saferoutesinfo.org/resources/evaluation_cover-sheets.cfm

How do I view my data? Once data are entered (either by the user or by the National Center), users can view their data through the online "DataTools" system. Summary reports of the data can be viewed and shared. The completed data is also part of the National SRTS Program tracking efforts and can be used to better understand the national SRTS program. Instructions for accessing the data system are available at www.saferoutesinfo.org/data/materials/SRTS_DataTools_overview.pdf

Please contact: data@saferoutesinfo.org if you have questions.

APPENDIX D: Resources

State of Idaho Resources

Safe Routes to School	www.itd.idaho.gov/sr2s/
Office of Highway Safety	www.itd.idaho.gov/ohs/
Idaho Transportation Department	www.itd.idaho.gov
Idaho Highway Safety Coalition	www.idahohighwaysafety.org

National Center for Safe Routes to School (NCSRTS)

NCSRTS	www.saferoutesinfo.org
On-line Safe Routes to School Guide	www.saferoutesinfo.org/guide
Education strategies ...	www.saferoutesinfo.org/guide/education
Encouragement strategies ...	www.saferoutesinfo.org/guide/encouragement
Enforcement strategies ..	www.saferoutesinfo.org/guide/enforcement
Evaluation strategies ...	www.saferoutesinfo.org/guide/evaluation
Student drop-off and Pick-up	www.saferoutesinfo.org/guide/pdf/SRTS-Guide_Dropoff-Pickup.pdf
Walking School Bus program guide	www.saferoutesinfo.org/guide/walking_school_bus
Working with the Media ...	www.saferoutesinfo.org/guide/media
Resources	www.saferoutesinfo.org/resources
Resources for SRTS Data ...	www.saferoutesinfo.org/data
Ten Tips Programs and Liability ...	www.saferoutesinfo.org/resources/collateral/liabilitytipsheet.pdf

Other National Resources

American Assoc. of State Highway & Transp. Officials (AASHTO)	www.transportation.org
Association of Bicycle and Pedestrian Professionals (APBP)	www.apbp.org
APBP Bicycle Rack Guidelines	www.apbp.org/pdfsanddocs/Resources/Bicycle%20Parking%20Guidelines.pdf
FHWA, National SRTS Program	http://safety.fhwa.dot.gov/saferoutes/
FHWA, “Safety Effects of Marked vs. Unmarked Crosswalks at Uncontrolled Locations”	www.tfhrc.gov/safety/pubs/04100/index.htm
Manual of Uniform Traffic Control Devices (MUTCD)	http://mutcd.fhwa.dot.gov
National Highway Traffic Safety Administration (NHTSA)	www.nhtsa.dot.gov
NHTSA SRTS Toolkit	www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/
Natl. Park Service: Rivers, Trails & Conservation Assistance	www.nps.gov/ncrc/programs/rtca/
National Transportation Enhancements Clearinghouse	www.enhancements.org
Pedestrian and Bicycle Information Center	www.pedbikeinfo.org
Safe Routes to School National Partnership	www.saferoutespartnership.org

"School Siting: Location affects the potential to walk or bike."
www.saferoutespartnership.org/state/5638/5652

U.S. Access Board www.access-board.gov

U.S. Dept. of Housing and Urban Development, CDBG Program
www.hud.gov/offices/cpd/communitydevelopment/programs

U.S. Walk to School Information www.walktoschool.org

Metropolitan Planning Organizations

Bannock Planning Organization (BPO)
http://www.bannockplanning.org/
Bonneville Metropolitan Planning Organization (BMPO)
http://www.ci.idaho-falls.id.us/main/index2.asp?PageId=267
Community Planning Association of Southwest Idaho (COMPASS)
http://www.compassidaho.org/index.html
Kootenai Metropolitan Planning Organization (KMPO)
http://www.kmpo.net/
Lewis-Clark Valley Metropolitan Planning Organization (LCVMPO)
http://lewisclarkmpo.org/

Department of Transportation District SR2S Contacts

DISTRICT 1 - Gregory Brands - (208) 772-1274
600 W. Prairie ~ Coeur d´Alene 83815-8764
Gregory.Brands@itd.idaho.gov

DISTRICT 2 – Ken Helm- (208) 799-4223
2600 Frontage Road
P.O. Box 837 ~ Lewiston 83501-0837
Ken.Helm@itd.idaho.gov

DISTRICT 3 – Phil Choate- (208) 334-8901
8150 Chinden Boulevard, P.O. Box 8028 ~ Boise 83707-2028
Phil.Choate@itd.idaho.gov

DISTRICT 4 – Jack Shambaugh- (208) 886-7823
216 South Date Street ~ Shoshone, ID 83352-0820
Jack.Shambaugh@itd.idaho.gov

DISTRICT 5 – Fred Wallin - (208) 239-3321
5151 South 5th, P.O. Box 4700 ~ Pocatello 83205-4700
Fred.Wallin@itd.idaho.gov

DISTRICT 6 – Jeff Call - (208) 745-5310
206 North Yellowstone Highway, P.O. Box 97 ~ Rigby 83442-0097
Jeff.Call@itd.idaho.gov

ITD 0068 (Rev. 9-03)

APPENDIX E: Monthly Time Report For Grants

Employee Name	Employee's Title	Salary and Benefits	
Grant Title	Grant Number	Month	Year

Activity	Day of Month																												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30/31
Leave																														
Sick																														
Vacation																														
Total Hours																														

Certified By	Title

APPENDIX F: Infrastructure Cost Estimate

Items (If quantity and unit price are not applicable, only fill in Cost.)	**Quantity (Q)**	**Unit Price (UP)**	**Cost (Q x UP)**	**Value of Donated Items**	**ITD Use Only**
1. Demolition/Removal of Existing					
2. Clearing/Grubbing					
3. Grading					
4. Drainage/Irrigation					
5. Permanent Signs or Displays	6	$40	$240		
6. Erosion/Pollution Control					
7. Utility/Sewer					
8. Pavement and Base					
9. Curb and Gutter	150’	$20	$3000		
10. Slope Protection					
11. Retaining Walls					
12. Pedestrian Crossing Signals and Illumination	6	$4,000	$24,000		
13. Striping					
14. Bicycle Storage Systems					
15. Footings/Foundations					
16. Electrical					
17. Barriers					
18. Concrete ADA ramps	6	$500	$3,000		
19. Contingencies 5% per project*			$1,530		
19. Project Administration fees maximum 10%**				$3,060	
20. Other (list) Paint	3	$600	$1,800		
Totals (Maximum allowed $100,000)			**$33,570**	**$3,060**	

Printed Name	Signature	Title

Cost overruns are the responsibility of the project sponsor. It is recommended that a licensed engineer complete this estimate. *Contingencies may be requested up to 5% of the total infrastructure project cost. **Construction project administration fees paid to outside consultants can be funded up to 10% of the total infrastructure project.

APPENDIX G: Non-Infrastructure Cost Estimate

Non-Infrastructure Budget Request	Amount Requested	Donated		SR2SAC Approved	
Personnel Costs (Coordinator hourly wage including benefits, travel, volunteer/intern stipends and all other anticipated personnel costs)*		$		$	
SR2S Coordinator 200 hrs X $15 (3 Schools)	$3,000				$1,500
Volunteer stipends $150 X 6	$450		$450		$450
Subtotal	$	$		$	
Educational Materials					
Survey printing costs	200				$200
Winner of poster competition printing costs	500				$500
Map printing costs	1,500				$1,500
Subtotal	$	$		$	
Encouragement Incentives (Bike Helmets and other safety items can be included)					
Bike Helmets	500		500		$500
Reflective items (vests, flags, stickers)	1,000				$500
Toe token incentives	500				$500
Subtotal	$	$		$	
Special Events ($200 is the maximum allowed for refreshments per event). Sign-in sheets required for reimbursement.					
Pizza party x 2	400				$200
Ice cream social			200		
Hot chocolate & pretzels			200		
Subtotal	$	$		$	
Indirect Costs (Must be accompanied by letter from the organization/agency's accountant explaining requested rate)					
Subtotal	**$8,050**	$		$	
			DONATED		**FEDERAL**
		$	1,350	$	5,850
This section to be completed by ITD: Total Allowed for Non-Infrastructure Project		**$5,850**			

This form becomes part of your contract with ITD. Any changes to the budget must be preapproved by submitting a Budget Itemization revision (ITD Form 0191). Cost overruns are the responsibility of project sponsor. * If a coordinator position is being requested or has been funded in the past it is essential that accomplishments and future project goals be explained in a letter submitted with the ISTOP/application.

APPENDIX H: Reimbursement Claim Form

Al items being claimed must be accompanied by an invoice & proof of payment. Cost overruns are the responsibility of the sponsor.

Key Number 264578	Project Title Happy Valley Elementary School	Period Covered 1/1 – 4/30	Claim Number 2
Non-Infrastructure Award Total $_____		Amount this Claim	Amount Claimed to Date
Personnel Costs (Coordinator hourly wage including benefits, travel, volunteer/intern stipends and all other anticipated personnel costs)			
SR2S Coordinator 100 x $12.00			
25 hours		300.00	444.00
	Subtotal	$ 300.00	$ 444.00
Educational Materials			
Brochures		$ 200.00	$ 235.00
	Subtotal	$ 200.00	$ 235.00
Encouragement Incentives (Bike Helmets and other safety items can be included			
Toe Tokens		$ 400.00	$ 900.00
	Subtotal	$ 400.00	$ 900.00
Special Events ($200 is the maximum allowed refreshments per event)			

Subtotal		
Indirect Costs (Must be requeste and agreed upon in writing within one month of signing State/Local Agreement)		
Subtotal		
TOTAL	Federal	Federal
	$ 900.00	$ 1,579.00

Total Reimbursement Request for This Claim **$ $900.00**

Date	Submitted by	ITD Representative's Signature	Date

APPENDIX I: Action Plan Development Checklist

Page No.	Step in Action Plan	SR2S Eligibility Requirement	Completed
	Form an I-STOP Task Force	X	
	◆ Identify Team Members	X	
	◆ Identify a champion		
	◆ Hold a kick-off meeting	X	
	Gather Information	X	
	◆ Enrollment data	X	
	◆ School transportation policies	X	
	◆ Input from teachers, students, community	X	
	◆ Conduct and summarize Parent Surveys	X	
	◆ Conduct and summarize Student Tallies	X	
	◆ Improvements planned on nearby streets	X	
	◆ Motor vehicle traffic counts at key locations		
	◆ Driver speeds		
	◆ Crash data		
	Prepare Base Maps	X	
	◆ Produce aerial or other map of neighborhood with: Street names Circle showing two mile radius around school Walking and attendance boundaries Sidewalk and/or path locations visible or added by hand Marked crosswalks visible or added by hand On-street bike lanes visible or added by hand Traffic calming features visible or added by hand	X	
	◆ Produce larger scale map of school property showing the above plus:	X	

	Bus and parent drop-off / pick-up zones Parking areas Bike rack locations		
	Assess Walking and Bicycling Conditions	X	
	◆ Assess school site and adjacent intersections	X	
	◆ Observe student arrival and departure	X	
	◆ Assess Neighborhood	X	
	◆ Update base map by adding assessment information, including: Road configuration (two-lane, four-lane, medians, etc.) Traffic controls: STOP signs, traffic signals, etc. Posted speed limits Crossing guard locations School zone sign type and location	X	
	Review and Organize Data	X	
	◆ Transfer site-specific issues onto base maps		
	◆ Develop goals and strategies	X	
	◆ Prioritize strategies	X	
	◆ Assign tasks and schedule due dates	X	
	◆ Identify potential funding sources	X	
	◆ Develop plan to evaluate success after strategies begin	X	
	◆ Complete Travel Plan Worksheets	X	
	◆ Develop Walk and Bike to School Maps *(if safe routes exist)*	X	

APPENDIX J: School Site Assessment

Conduct assessment on streets adjacent to school during student arrival and departure. Each observer needs an assessment form and a map of the school site that shows adjacent streets.

Reviewer_____ **School**_____

Date_____ **Day**_____ **Time**_____ **Weather Conditions**_____

Area observed (description)_____

On your map please note locations/description of any of the following:

School Advance Sign
School Crossing Sign
School Speed Limit
No Parking Sign
No Standing Sign
Pick up/drop off Signs
Crosswalk
In-road stencils (speeds, slow, etc)
Colored curbs (no parking, loading only, etc)
Flashing Beacons
Other pavement stencils (move forward, etc)
Other signs or markings
Any traffic calming treatments such as speed humps, speed tables, or traffic circles

Sidewalks and Bicycle Facilities	Yes	No	N/A
Are walking and biking routes separated from traffic?			
Do students have to cross one or more busy school driveways to access the main entrance?			
If yes above, is there a school monitor to assist at these driveways?			
Do students have safe access from the sidewalk to the school door?			
Do the students have access to the school grounds from 3-4 sides of the property?			
Are there gaps in the sidewalk or biking routes?			
Sidewalk width _____ft _____inches			
Do poles, signs, shrubs or other items physically and/or visually block the walking/biking routes? If yes, provide location.			
Are there curb ramps on all corners?			
Are walking and biking routes well maintained?			
Are there streetlights along the walking and biking routes?			
Are there marked bicycle lanes in the street?			
Do signs indicate the bicycle route?			
Is there safe and secure bike parking on the school grounds?			
Are bike racks designed to secure the bike frame, not just a wheel?			

Student pick-up and drop-off areas	Yes	No	N/A
Are there signs for the drivers?			
Are students exiting and entering cars protected from other vehicles?			
Is there a continuous raised curb separating vehicles from students?			
Are the sidewalks and waiting areas large enough for students?			
Is there a stand-back line in the student loading area?			
Are there one or more ballets to assist students in or out of cars?			
Is the area lighted?			
Are there accessible curb ramps for wheel chair access?			
Do the ramps have tactile warning strips or textured concrete?			
Does traffic seem to move freely without congestion and backup?			
Bus Loading Zones	**Yes**	**No**	**N/A**
Are bus driveways separated from walking and biking routes by raised curbs or bollards?			
Are bus driveways separated from parent pick-up and drop-off areas?			
Are buses “double stacked” in loading areas?			
Does the bus loading zone operate as one-way traffic only?			
Does the bus zone meet the minimum width of 24’ for drop-off/pull-out lanes?			
Is there a continuous curb and sidewalk adjacent to the drop-off/loading area leading to the school site?			
Visibility (adjacent to school site)	**Yes**	**No**	**N/A**
Do cars that are parked or waiting block the vision of other motorists, bicyclists, and pedestrians? If so, where?			
Do fences, walls, dumpster, or other barriers obscure visibility? If so, where?			
Do drivers have a clear line of sight at all crosswalks? If not, provide locations.			
Traffic Signs, Speed Control, Signals, and Pavement Markings	**Yes**	**No**	**N/A**
What is the posted speed limit in front of the school?			
Is there a specified reduced speed school zone adjacent to the school?			
Do the majority of drivers appear to be complying with the speed limit?			

Was a police officer present during your observation?			
Were any school monitors or crossing guards present during your observation?			

NOTES:

APPENDIX K: Neighborhood Assessment, Street Segments

Please make a copy of this form for each street segment in the assessment. Conduct assessments during school arrival and departure on Tuesdays, Wednesdays, or Thursdays so you can observe behavior.

Reviewer_____ **School**_____

Date_____ **Day**_____ **Time**_____ **Weather Conditions**_____

General Information

Street name_____ Between_____and_____

Length of segment_____ feet Curb-to-curb width_____feet

Posted Speed Limit_____ Number of Lanes_____

Average daily traffic_____

Optional: Type and location of crashes along this segment _____
_____
_____

Sidewalks	Yes	No	Comments/Suggestions
Are there sidewalks on both sides of the street?			
Are portions of the sidewalk missing? If yes, provide location.			
Do poles, signs, shrubs or other items physically and/or visually block the sidewalk? If yes, provide location.			
Is there litter or debris on the sidewalk?			
Is the sidewalk separated from traffic with a buffer (separation) between sidewalk and street? If yes, provide width: _____ft_____inches			
Is sidewalk on a steep grade?			
Are there curb ramps on all corners?			
Are there many busy driveways that cross the sidewalk?			
Do drivers yield to pedestrians at driveways?			

APPENDIX I: SR2S Infrastructure Project Checklist

This document is intended to guide you through the requirements for preparing and carrying out an infrastructure project through the Safe Routes to School Program. Refer to the Program Manual for details. An electronic version of this document is available at www.itd.idaho.gov/sr2s under "Idaho Program Tools."

PROJECT TITLE and KEY NUMBER		
Milestone	***Date Submitted***	***Date Approved***
Executed State Local Agreement		
Pre-Project Conference		
Determine Design Standards Applicable		
Concept Report		
Environmental Evaluation (Cat.Ex letter)		
Hazardous Materials Report		
Materials Design Summary		
ITD Approves Development Documents		
ITD Approves Bid Documents		
ITD Approves Entire PS&E Package		
ITD Approves Contract Award		
ITD Obligates Construction Funds		
ITD Issues Notice to Proceed		
Progress Reports		
Project Inspection		
Project Completed		
Travel Plan Submitted		
Reimbursement Request (Step 9)		
Final Reimbursement Issued		

APPENDIX M: SR2S Non-Infrastructure Progress Report

Reporting Date **From** _____ **To** _____ **20**_____		
Project Title	**Project number**	**School Name** (separate report for each school)
Total Reimbursement Claim this Quarter **$**_____ **Attach proof of payment & invoices**		
School Travel Plan has been started ☐ Yes – Date _____ ☐ No	**Student & parent surveys from NCSRTS have been distributed** ☐ Yes – Date(s) Distributed _____ ☐ No	

I-STOP Project Task Force Members

Name	Title	Organization

Who's Walking and Bicycling to School	**Baseline**	**Today**
Number of students living within walking distance	_____	_____
What distance is considered walking distance? _____		
Number of Students walking	_____	_____
Is there a "Walking School Bus" or other organized walking activity? ☐ Yes ☐ No		
Number of students being hazard/safety bussed	_____	_____
Number of students bussed	_____	_____
Number of students bicycling	_____	_____
Is there a "Bike Train" or other organized bicycling activities? ☐ Yes ☐ No		
Number of students arriving by family vehicle	_____	_____
Number of students carpooling	_____	_____
Number identified as the project goal Walking _____ Biking _____		

Achievements/Problems Describe achievements or problems this quarter

Progress Describe below any progress being made to make it possible for more students to walk and bicycle to school on a regular basis.

Activity Describe the actions to deliver the project's objectives and goals	**Who's Responsible** Name individuals & roles	**Cost** Estimate if known	**Funding Source** Donations, SR2S, school, other	**Priority** On a scale of 1-5 how important is it to the success of the project with 1 being the most important	**Dates** Month & Year activity took place, is planned to take place or is ongoing

APPENDIX N: Definition of Terms

Bicycle or Pedestrian Audit: A subjective assessment of sidewalks and roadways to learn about bicycle and pedestrian conditions. This can be conducted by individuals such as local officials, planners, interested adults, consultants and children.

Bicycle Rodeo: A bicycle safety clinic featuring bike safety inspections (and optionally quick tune-ups), skills assessment, and a safety lecture about the rules of the road. Rodeos include riding on a miniature "chalk street" or obstacle course where young cyclists apply the rules and test their skills. Optional activities include helmet fitting, prizes and drawings, and in some cases commercial activities such as booths set up by bike shops etc.

Bike Train: An “escort” program that involves adult volunteers who accompany groups of children to school by riding together. It is recommended for older elementary students who have received bicycle handling and safety training. One adult for every three to six children is recommended

Categorical Exclusion: Projects that do not individually or cumulatively result in significant environmental effects and are therefore excluded from the requirement to prepare an environmental document (Environmental Assessment or Environmental Impact Statement).

Competitive Bid: Construction projects are required to be advertised and awarded to the lowest responsible and responsive bidder through open competitive bidding.

Construction Bid Process: The Sponsor must advertise and let the construction contract for the project to competitive bid in accordance with all applicable Federal and State laws. In the event that a project sponsor is unable to complete the bidding and inspection phase of the project, ITD may agree to provide the administration. In such an instance, the services to be provided by ITD will be defined and set forth in the project agreement and ITD’s incurred expenses will be included in the final project cost.

Construction Inspection: The project Sponsor is responsible for construction inspection. Documentation is required for all inspections. ITD will also inspect the project at predetermined and indeterminate times during the construction process. A final inspection report will be completed and processed through ITD. The inspection oversight will determine if the contractor is proceeding in accordance with the approved plans and will serve as a valuable source of technical assistance and guidance. Documentation of all activities involved with the project during construction is required by the project sponsor.

Consultant Selection Process: Project sponsors who wish to use a consultant for design activity (plan preparation, archaeology, planning studies, etc.) must follow federal-aid guidelines for procuring consultant services. These guidelines ensure that a qualifications based selection process is used, without reference to fees, so that all firms are given the opportunity to compete for the contract. The qualifications based selection process must be used in order to be reimbursed with federal funds.

Crossing Guard Program: provides training and coordination of individuals eighteen years of age or older who instructs, directs, and controls the members of the student body in crossing the streets and highways at or near the school. Controls traffic when authorized.

International Walk to School Day: an event usually held the first Wednesday in October. The event gives children, parents, school teachers and community leaders an opportunity to be part of a global event as they celebrate the many benefits of walking.

Metropolitan Planning Organizations (MPO): MPOs are comprised of local elected officials, officials of agencies that administer or operate major modes of transportation in the designated metropolitan area, and appropriate state officials or their representatives. MPOs develop transportation plans and programs for the urbanized area they represent. All SR2S projects within urban areas must have their respective MPO approval.

Project Sponsor: The project sponsor will be the contracting agent with ITD, and will be responsible for meeting all State and Federal requirements for the implementation of proposed projects (from engineering to construction). Responsibilities may include, but not limited to; right-of-way acquisition and utility relocation (if required), procurement of Consultants, competitive bidding process, project inspection, submission of claims, and project auditing and close out.

Public Awareness Campaign: Any promotional activity that draws attention to bicycling and walking for transportation. This can include any number of tools such as flyers, print and media advertising, letter campaigns, contests, special events, etc.

Right-of-Way: A general term denoting land, property, or interest therein, usually a strip acquired for or devoted to highway use.

Safety Program: classes or discussions that teach students and/or parents safety practices relating to bicycling and pedestrian behavior, such as the proper way to cross streets, use sidewalks, load and unload buses, avoid darting out from between parked cars, helmet use, bicycle skills, etc.

Title One Program School: A school is considered a Title One school if 40 percent of their students receive free or reduced lunches.

Walking School Bus: An “escort” program. It involves adult volunteers who accompany children to school, stopping at designated locations where children can join the “bus” at pre-arranged times. This allows children to walk to school without the fear of them traveling alone.